

**LANGUAGE-LEARNER PERFORMANCE AND THE INTERPRETATION OF  
TEACHERS' WRITTEN COMMENTS: A CASE STUDY OF PUPILS FROM SELECTED  
PRIMARY SCHOOLS IN NAKURU MUNICIPALITY, KENYA.**

*Agatha Muthoni*

*Egerton University*

**ABSTRACT**

This study investigated language-learner performance and the interpretation of teachers' written comments by pupils from selected primary schools in Nakuru Municipality, Kenya. It looked at how this interpretation affects the attitudes and motivation of learners towards their English language learning. Pupils' attitudes and motivation were examined within the Revised Socio-Educational Model (Gardner, 2001) coupled with (Krashen, 1985) Affective Filter Hypothesis. Pupils' performance and their views, comments, expressions, feelings and were used and analyzed qualitatively. The results showed that teachers' written comments are highly rated and valued by pupils and therefore affect their attitude and motivation towards English language learning. The findings provided some evidence that teachers' written comments actually play a big role in pupils' attitude and motivation towards English language learning and use. It was also found that teachers need to use written comments much more than they do as their importance cannot be overemphasized. The findings reinforced the importance of pupils' attitude and motivation in English language learning and equally important, the need for effective use of teachers' written comments.

**Key Words:** Written comments, attitude, motivation, second language learning, performance, competence.